

**Upward Bound (UB), Upward Bound Math-Science (UBMS),  
and Veterans Upward Bound (VUB) Programs**

**General Instructions for Completing the Annual Performance Report  
For Program Year 2003-04**

**1. WHAT IS THIS PACKAGE?**

This package contains the forms and instructions needed to prepare the annual performance report for the Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound programs. The Department of Education uses the information conveyed in the performance report to assess a grantee's progress in meeting its approved goals and objectives and to evaluate a grantee's prior experience in accordance with the program regulations in 34 CFR 645.32. Grantees' annual performance reports also provide information on the outcomes of projects' work and help allow the Department to respond to the requirements of the Government Performance and Results Act.

**2. WHAT ARE THE LEGISLATIVE AND REGULATORY AUTHORITIES TO COLLECT THIS INFORMATION?**

- ◆ Title IV, Part A, Subpart 2, Chapter 1, Section 402A(c)(2) and Section 402C, of the Higher Education Act of 1965, as amended;
- ◆ The program regulations in 34 CFR Part 645; and
- ◆ Sections 75.590 and 75.720 of the Education Department General Administrative Regulations (EDGAR).

**3. WHO MUST FILE THIS REPORT?**

All grantees funded under the Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound programs must submit annual performance reports as a condition of the grant award.

**4. WHAT PERIOD OF TIME IS COVERED IN THE REPORT? FOR WHICH STUDENTS SHOULD THE GRANTEE PROVIDE DATA?**

The report covers the 12-month grant (budget) period for which the grant has been made. This information can be found in Block 6 of the Grant Award Notification.

For the 2003-04 performance report, a grantee should report on all participants served by the project in program year 2003-04. To the extent feasible, a project

should also provide updated information annually on the academic progress of prior-year participants, i.e., those individuals served in program years 1999-2000 and/or 2000-2001 and/or 2001-2002 and/or 2002-2003, but not in 2003-2004.

**Reporting requirements for prior-year participants** are different for two categories of students.

--The first category includes those prior-year participants whose length of participation in the program was at least:

- One calendar year for regular Upward Bound students;
- Completion of the summer program for UB Math and Science participants; or
- Three months of program participation for VUB veterans.

*Grantees should provide reports on these participants through their college graduation or for four years after their high school graduation (or completion of their VUB program), whichever comes first.*

--The second category of prior participants pertains only to regular Upward Bound and Upward Bound Math-Science students, and includes only those served for **less** time than those in the first category. According to 34 CFR 645.6, if a UB/UBMS student is to be considered a participant, the project director must determine that he or she is committed to the project, as evidenced by being allowed to continue in the project for at least ten days in a summer component if an individual first enrolled in a UB/UBMS project's summer component, or sixty days if the student first enrolled in a UB/UBMS project's academic year component. If a prior participant has been served for that minimal period, but if he or she has participated for less time than those in the first group (e.g., for less than one calendar year in regular Upward Bound), *a grantee should report on the student for four years after the date of last service.*

To summarize timing of reports on prior participants:

Category 1: served at least one year (UB), one summer (UBMS), or three months (VUB): report through college graduation or for four years after high school graduation (or completion of the VUB program), whichever comes first.

Category 2: UB/UBMS students served for at least the minimal period defined under 34 CFR 645.6, but less than the periods for which Category 1 students were served: report for four years after date of last service.

*Please note* that the Department will use data from the performance report to determine whether a grantee is meeting, not meeting, or exceeding its objective to serve the agreed-upon number of participants. So as to document the extent to which a grantee is reaching this goal, the grantee should be sure not to drop from

the file any student who met the regulatory definition of a participant in 34 CFR 645.6 cited above.

The Department welcomes additional years of data beyond the four years, but does not require them. The Department does not expect a project to continue to follow up on prior-year participants whom the project could not locate in the previous year's follow-up.

## **5. WHAT INFORMATION MUST BE SUBMITTED?**

The report consists of four sections.

- Section I requests project identifying information;
- Section II contains detailed instructions for preparing a data file of information on individual participants;
- Section III requests information on the extent to which the project has met its objectives (though the Department will determine the number of students served from data supplied in Section II); and
- Section IV poses questions for those projects that have implemented the Upward Bound Initiative first funded in fall 2003.

## **6. WHEN SHOULD THE REPORT BE FILED?**

The annual report should be submitted electronically within 90 days after the end of each 12-month grant (budget) period. Grantees should not wait until just before the deadline to submit their reports via the World Wide Web, as this practice has the potential of overloading the Web sites. When a large number of users visit a Web site at one time, they may experience interruptions and delays. *Upward Bound grantees are asked to submit their performance reports as soon as complete data are available.*

## **7. HOW MAY THE REPORT BE SUBMITTED?**

The entire report should be submitted via the World Wide Web. Prior to the due date for submitting the annual performance report to the Department of Education, each grantee must prepare electronic files with the individual participant records (Section II). Projects will respond to online forms for Sections I (project identifying information), III (on the extent to which the project met its objectives), and IV (concerning the Upward Bound Initiative). In addition, a grantee must submit, via fax, a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable.

The Web application for submitting the report electronically will be available on November 1, 2004 at the following Web addresses:

<http://www.ed.gov/print/programs/trioupbound/report.html> (Upward Bound and Veterans Upward Bound)

<http://www.ed.gov/print/programs/triomathsci/report.html> (UBMS)

Since the data being submitted contain confidential information on project participants, the Web site has been properly secured to ensure the data are only seen by authorized individuals and are protected from network hackers.

A project will receive confirmation that the report has been successfully submitted. When completing Section I of the report on the Web, the person entering the performance report data will be asked to provide an e-mail address. After you have completed the report and clicked on the “Submit” button, a message will indicate that your performance report has been successfully submitted. A confirmation will also be automatically e-mailed to the e-mail address provided. If for any reason you need to revise your performance report submission, please contact your assigned program specialist before re-submitting.

Except for Section I, the Department of Education only requires an electronic version of the performance report information. As noted above, a grantee must submit, via fax, a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable. The signed copy of Section I *only* of the report should be faxed to [number to be provided later]. *Please do not fax in a copy of the entire report.*

More detailed information on electronic submission of the report appears as a set of “Frequently Asked Questions,” separate from this document.

## **8. WHO MAY BE CONTACTED FOR ADDITIONAL INFORMATION CONCERNING THE SUBMISSION OF THE PERFORMANCE REPORT?**

Please contact your assigned program specialist directly if you have questions regarding the performance report requirements.

If you have technical problems accessing the Web site or using the Web application, please contact the Help Desk by either telephone (703) 846-8233, ext. 247, or e-mail at [UBWEB@cbmiweb.com](mailto:UBWEB@cbmiweb.com).

**Upward Bound, Upward Bound Math-Science,  
and Veterans Upward Bound Programs  
Specific Instructions for Completing the Performance Report**

**SECTION I: PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING**

**A. Identification**

1. To begin completing this report online, from the Department's Web page you will need to click on the following URL: [address to be supplied]
2. The index/welcome page will be titled "Upward Bound Online Annual Performance Report for Program Year 2003-2004." In the upper right hand corner of the page, select your PR prefix; then enter the last six digits of your PR/Award number. Your project's PR/Award number begins with the letter "P" and is eleven digits in length. This number can be found in Block 5 of the Grant Award Notification. Please be sure you use "zeros" instead of "Os" when entering the PR/Award Number.
3. You will also need to enter the temporary password that the Department of Education has provided via U.S. mail and e-mail. Click Login. You will be guided to select a new password, then to log in again.
4. You will be asked to confirm that the PR/Award number and associated grantee name are correct; you will then see the page for Section I. Your PR/Award number will be automatically inserted into line 1 of Section I of the report form.
5. The system will also pre-populate most of the other data fields in Section I. Please review the pre-populated fields, including the project director's e-mail address, and update these fields as needed. You may change the data in all fields except for the project's PR/Award Number, the Grantee Name, and the Report Period.
6. Please provide information for any fields that are not pre-populated.
7. In item 8 of Section I, part A, Upward Bound Math-Science grantees are asked to indicate whether their projects are regional or non-regional. Regional projects are those that serve more than one state; non-regional projects operate within a state or locality. An exception to this definition occurs when a project serves students from two or more states, yet serves only a compact and cohesive area; for example, a UBMS grant working exclusively in Kansas City, Missouri, and Kansas City, Kansas, would be a non-regional project, despite its service to students from two states.

**B. Certification**

The project director is the person responsible for administering the project in accordance with the terms and conditions of the grant.

The certifying official is the individual (successor or designee) who signed the grant application on behalf of the institution.

**C. Warnings**

**Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097.**

Further federal funds or other benefits may be withheld under these programs unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.590 and 75.720).

**SECTION II – A: RECORD STRUCTURE FOR PARTICIPANT LIST**  
**(Regular Upward Bound and Upward Bound Math-Science Projects)**  
**Instructions for Completing Section II – A**

Each grantee is required to submit **annually** detailed information on each student served by the project during the program year being reported as well as to provide updated information on prior-year participants.

Each participant record must conform to the specifications described in this section of the report form. Section II-A contains 99 data fields.

Fields #1–52 should be completed for all current and prior-year participants.

Fields #53–86 should be completed only for those project participants who received these services from the Upward Bound project during the current (2003-04) reporting period.

Fields #87–90 are to be completed only by Upward Bound Math-Science projects.

Fields #91–99 should be completed for all current and prior year project participants.

**GENERAL INSTRUCTIONS FOR THE PARTICIPANT LIST**

**Which students should be included in the list:**

A project should use the regulatory definition of a project participant in 34 CFR 645.6 to determine which *current-year project participants* should be included in the data file:

**Participant** means an individual who –

- (1) Is determined to be eligible to participate in the project under 34 CFR 645.3;
- (2) Resides in the target area, or is enrolled in a target school, at the time of acceptance into the project; and
- (3) Has been determined by the project director to be committed to the project as evidenced by being allowed to continue in the project for at least –
  - (i) Ten days in a summer component if the individual first enrolled in an Upward Bound project’s summer component; or
  - (ii) Sixty days if the individual first enrolled in an Upward Bound project’s academic year component.

Item 4 of the general instructions discusses **important reporting requirements for prior-year participants**.

Be sure to include each participant—whether new, continuing, re-entry, or prior-year—only once in the file the project submits for the reporting period.

### **Instructions for Completing the Date Fields (Fields #8, #14, #15, #16, #17, #47 and #92):**

Please follow carefully the instructions provided on the form. Review carefully the Valid Field Content column to ensure that the data submitted are in the correct format. It is extremely important that all date fields be 8 bytes and formatted as follows: 2 digits for month; 2 digits for day; two digits for century; and 2 digits for year. For example, a participant's birth date of January 1, 1982 would be formatted as follows: 01011982. Always use the zero before one-digit months and days.

Please make every effort to provide accurate dates. If you find it necessary to estimate a date, please do not enter "00s." Rather, use 15 for the day and your best estimate for the month.

### **Indicating "Not Applicable" and "Unknown":**

With the exception of fields #5–7 and #53–90, leaving a field blank is *not* an option. In general, the format uses "0" or a series of "0s" to allow a project to indicate "Unknown"; "9" or a series of "9s" indicates "Not Applicable." Since some exceptions to this practice were unavoidable, please observe the specific options stated for each field.

### **SUPPLEMENTAL DEFINITIONS AND INSTRUCTIONS FOR SPECIFIC FIELDS**

#### **Field #2                      Batch Year**

Use the four-digit year provided on the form. This number will change with each year's submission. The Batch Year designates the fiscal year funding for the project period reported. TRIO grants are forward-funded. Therefore, as an example, fiscal year 2003 funds would be used to support project activities in the 2003–04 program year. Thus, the data file for Batch Year 2003 would include information on project participants served or tracked during program year 2003–04.

#### **Field #4                      Social Security Number (SSN)**

SSNs are very important as they allow the Department to match participant lists with the federal financial aid files for purposes of tracking participant outcomes. If a project does not know the SSN for a student, please enter "0s" rather than enter other forms of identification numbers.

#### **Fields #5 and 6              Student's Last and First Names**

Note that a larger number of bytes may now be used in the fields for names.



**Field #10****Race/Ethnicity**

The race/ethnicity categories used in this section are consistent with the Department of Education's policy on the collection of racial and ethnic information. These categories are defined as follows: **American Indian or Alaska Native** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition. **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands. **Black or African American** - A person having origins in any of the black racial groups of Africa. **Hispanic or Latino** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. **White** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii or other Pacific islands such as Samoa and Guam. For those participants of a multi-racial background, include them in C7 for **more than one race reported**.

**Field #11****Eligibility**

The statute and regulations governing the Upward Bound program require that an individual, at the time of initial selection for the project, must be a "low-income individual" or a "potential first-generation college student" (definitions are provided below). Two-thirds of project participants each year must be both low-income and potential first-generation college students; the remaining one-third can be either low-income or potential first-generation college student.

Low-income individual means an individual whose family's taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Potential first-generation college student means (1) an individual neither of whose natural or adoptive parents received a baccalaureate degree; or (2) an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or (3) an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent.

**Field #12****UB Initiative Participant**

In 2000 and 2003, the Department awarded supplemental grants to a number of regular Upward Bound projects to encourage them to select and serve students who were at greatest risk of not graduating from high school or pursuing postsecondary education. In this field, please indicate if the UB participant about whom you are reporting was

selected and served by the project as a result of the increased funding provided under one or both of these Upward Bound Program Participant Expansion Initiative competitions. Note that field 12 includes options for grantees to indicate that the project received initiative funding, but that the student was not funded under it, or to indicate that the project did not receive initiative funding at all. (Please also note that, as might be expected, the content and position of options for this field have changed significantly from those in the previous version of the annual performance report.)

### **Field #17                      Date of Last Program Service**

If a student is still a participant in the Upward Bound project, enter “9s” (“Not applicable; participant is still in program”). Report a date of last service only for those students who the project believes will not return, e.g., those who have graduated or moved out of the project’s target area. When reporting a date of last service, please do so regardless of the amount of time the student spent in the program. Providing these dates will allow the Department to obtain an accurate measure of the length of time in the program for each cohort of participants. If a project omitted in last year’s report a “Date of Last Program Service” for a given student who subsequently did not participate in the year on which the project is now reporting, please include that student in this year’s report as a prior participant and record a date of last program service for him or her, even if the date occurred in the prior reporting period.

For those Upward Bound participants who dropped out of the program, it would be best to use the date the participant last attended an Upward Bound activity or received any kind of help from the project. This could include contacting a student regarding attendance in project activities, providing advice, counseling, etc. If that information is not available, you may use the date the project dropped the student from its list of active participants.

For those students who stay in the program until high school graduation, the date of last program service would be either the high school graduation date or, for those participants in the summer bridge program, the end of the summer program.

### **Fields #21 and 22      Academic Need**

In accordance with 34 CFR 645.3 (c), a project, in selecting individuals to participate in an Upward Bound program, must determine that an individual needs academic support if he or she is to pursue successfully a program of education beyond high school. Fields #21 and 22 list criteria commonly used by projects to determine an individual’s need for services; in #21, please choose whichever criterion was primary for the student. If a secondary criterion exists, please select it in field #22; if none exists, in that field choose option 15, “Not applicable, no secondary criterion of need.”

In fields #21 and 22, option 9 refers to limited English proficiency. 34 CFR 645.6 (b) defines this term, with reference to an individual, as one “whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or

understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.”

**Fields #23 and 24    Type of National Standardized Test Used to Measure Academic Skills; State-Developed Test Used to Measure Academic Skills**

As indicated in the program regulations in 34 CFR 645.32 (b)(2), the Department evaluates grantees’ prior experience in part by assessing the extent to which project participants have demonstrated improvements in academic skills and competencies as measured by standardized achievement tests and grade point averages. In the past, projects were asked to indicate which national standardized test had been used to assess students’ academic progress. Now that most states are moving towards criterion-referenced tests of their own, the annual performance report format has been amended to allow projects to indicate use of a national test, a state test, or both.

Field #23 lists some commonly used national standardized achievement tests. Please indicate the test that was used to assess the student’s academic achievement. While a participant may have taken certain tests for purposes relating to college admission (ACT’s PLAN, ACT, PSAT, and SAT—options 10-13), the project should choose one of those options in field #23 only if the project used the test specifically to measure the student’s academic attainment. (Fields #31-32 and #48-52 ask for the student’s scores on these assessments; the instructions for those fields provide further information about the tests.) Use “08” for “Other” if the test instruments used to assess the student are not listed. If the student has been tested with more than one of these instruments, please select the option for the test used most recently. Use “99,” “Not applicable,” if the student has not yet been tested, or will not be tested, using a national standardized assessment, or if the project does not plan to use a national standardized assessment. Use “00” for “Unknown.”

Field #24 asks whether the project used state-developed tests to measure the student’s academic skills. Use “Not applicable” if the student has not yet been tested, or will not be tested, using a state-developed assessment.

If the project used both a national assessment and a state-developed test to measure a student’s academic skills, please choose the relevant option in field #23 and option 1 in field #24.

Please note that these fields request information only on the *type* of achievement tests used by the project; there are no fields in the participant record structure to indicate the extent of a participant’s improvement in academic skills and competencies. Therefore, a project should report on this prior experience criterion in Section III of this report.

**Fields #25 and 26    8<sup>th</sup> Grade State Academic Standards**

The project’s response to these fields indicates whether the student met certain criteria for participation in the Upward Bound Initiative first implemented in project year 2003-04.

The Department is asking for this information about all regular UB students, not just about UBI participants, so as to help determine to what extent UB participants were eligible for the initiative, whether or not UBI paid for their participation. (UBMS projects need not provide this information; they should choose option 8.)

If a state administers eighth-grade assessments through which a student may demonstrate more than one level of achievement—e.g., basic or proficient—the project should consider that a student met the state standard if he or she met the basic level of attainment. If the state administers two separate tests for reading and language arts, the student should be considered to have met the standard in field #25 only if he or she did so for both tests.

The Department recognizes that a student might not have taken an eighth-grade assessment for a variety of reasons: for example, a state might not have been administering such assessments in the year in which a current 12<sup>th</sup>-grade participant was in the eighth grade, or a ninth-grader might have been in another country, or in a private school, a year ago. In such cases the project should use option 9. Use option 0 if the project has been unable to find out whether the student took the assessment, or if the grantee has not been able to determine whether a student who apparently took the assessment met the standard.

Because meeting the eighth-grade standards is an eligibility criterion for the 2003 initiative, if the student did not initially meet the standard (option 2), do not change the response to option 1 even if the participant did meet the standard under a subsequent administration of the assessment.

### **Fields #27–30      10<sup>th</sup> – 12<sup>th</sup> Grade State Academic Standards**

No Child Left Behind requires that, by the 2005-06 school year, participating states must develop and implement annual assessments in reading and mathematics at least once in grades 10-12. The availability of these assessments will provide Upward Bound with an additional measure of students' high school progression and achievement. Beginning in reporting period 2005-06, projects should indicate whether the student met the state standard and in what grade the student was assessed.

As indicated above, because meeting eighth-grade standards is an eligibility criterion for the 2003 Upward Bound Initiative, in fields #25 and 26 the Department is requesting information only on whether the student *initially* met the standard. In fields #27 and 29, however, the Department's interest is not in eligibility, but in achievement. Grantees should therefore provide up-to-date information; if a student originally did not meet a 10<sup>th</sup>–12<sup>th</sup> grade standard, but then subsequently did so, the project should choose option 1, "Yes, met standard." Because fields #27-30 concern attainment, all UB and UBMS grantees should provide data.

For reporting periods 2003–04 and 2004–05, select option 8.

## **Fields #31 and 32      PSAT and PLAN**

Although most Upward Bound projects do not administer either of these tests directly to project participants, many high schools that Upward Bound participants are attending will use one of the following tests as an indicator of aptitude and readiness for postsecondary education:

- (1) The Preliminary Scholastic Achievement Test (PSAT), developed by ETS (Educational Testing Service), is frequently administered to high school sophomores and juniors to assess aptitude and readiness for postsecondary education and to provide practice for taking the Scholastic Achievement Test (SAT). Many high school junior and seniors who plan to enroll in postsecondary education programs take the SAT.
- (2) The PLAN, developed by American College Testing, is given to high school sophomores to help students measure their current academic development. The PLAN includes achievement tests in English, Mathematics, Reading, and Science Reasoning. American College Testing considers the PLAN to be a strong indicator of success on the ACT Assessment. Many high school juniors and seniors planning on enrolling in postsecondary education programs take the ACT.

If the UB student has taken one of these tests, please provide the score in the appropriate field. If the participant took the PSAT, please report the average of the student's verbal, math, and writing scores in field #31. Do not use the sum of the three scores (Selection Index) or the percentiles. If the student has not taken the test, or will not take it, please use "99" for "Not applicable—no PSAT taken" or "Not applicable—no PLAN taken." If the student took the test but the school has not provided the data, enter "00" for "Unknown."

## **Fields #33–36      Grade level fields**

Fields #33–36 provide information on a student's progression from grade to grade. Field #33 requests the student's grade level at first entry into the project; #34 requests his or her grade level at the beginning of the academic year coincident with the reporting period (i.e., 2003–04); #35 asks for the student's grade level at the beginning of the academic year *following* the reporting period (i.e., 2004–05); and #36 confirms whether the participant met requirements to progress to the next grade or to graduate. For field #35 (grade level at the beginning of the academic year *following* the reporting period), please classify a student within a given grade if that student has met the requirements for progression to that grade. For example, a student should be classified as an 11<sup>th</sup>-grader if he or she successfully completed 10<sup>th</sup> grade in 2003–04 (or if he or she met requirements for 11<sup>th</sup> grade by doing extra work in the summer of 2004).

In some cases, a student may be enrolled both in high school and in some postsecondary classes. If the student has not yet graduated from high school, do not select "Enrolled in

a program of postsecondary education” or “Graduated from a program of postsecondary education”; rather, select the appropriate high school grade level for the student.

### **Fields #37–43      Grade Point Averages**

A student’s grade point average (GPA) is an indicator of a student’s need for Upward Bound services and can provide a measure of improvement in academic skills and of success in secondary education. In field #37 (required only for rising ninth-graders, but requested for other students), please indicate the scale the student’s middle school used for grade point averages. In fields #39 and #41, please indicate the scale used by the target high school to calculate grade point averages at the time of entry into the project and at the end of the reporting period. If the school uses a numeric or non-numeric scale that is not four-point or five-point, but that is convertible with validity to four-point or five-point, please choose option 1 or 2. For schools that do not use a convertible scale, please use “3” for “Other.” The fields in which scale is reported will remain constant from reporting year to reporting year unless the student has changed schools since beginning the program or unless the target school has changed its grading system.

Fields #38, 40, 42, and 43 request, respectively, GPAs for middle school, for the point at which the student first entered the project, and for the beginning and ending of the reporting period. Converted scores should be entered if appropriate. If the school’s scale is not validly convertible, select “9.999—Not Applicable.” The cumulative grade point averages provided should be calculated on all courses taken. Because middle school GPAs and high school GPAs are generally not comparable, middle school grades should not be used in calculating any of the high school GPA fields.

Because change in cumulative GPA is a potential performance measure, projects are encouraged to report data on GPA carefully. If information is not available for field #42 and/or #43, it is best to enter 0.000 (“Unknown”) for these fields, rather than to copy the previous period’s information, giving the impression that GPA did not change.

### **Fields #44 and 45      Limited English Proficiency Status**

Please see Upward Bound’s regulatory definition of Limited English Proficiency status in the discussion of fields #21 and 22, above. For a discussion of date of last program service, please see #17.

### **Fields #48–52      SAT and ACT Tests**

Many high school junior and seniors who plan to enroll in postsecondary education programs take the SAT and/or ACT tests. If the UB student has taken one or both of these tests, please provide the score(s) in the appropriate fields. If the student has taken the test(s) more than once, you need only report the highest scores received on the complete test.

If the student has not yet taken the test, or will not take it, please use “9s” for “not applicable.” If the student took the test but the project does not know the results, use “0s” for “unknown.”

For field #48, you may use “4 – Other” if the student has taken a college entrance examination other than the SAT and ACT test, such as the Advanced Placement, International Baccalaureate, and SAT II tests.

## **Fields #53–86            Academic Instruction**

Complete these fields only for those project participants who received services from the Upward Bound project during the reporting period. **Leave these fields blank for prior-year participants.**

Please note that these fields are designed to obtain a profile of the number of participants who have received formal instruction in subject areas authorized or permissible under the program. In accordance with the authorizing statute and section 645.11 of the program regulations, all Upward Bound projects that have received funding for at least two years must include, as part of their core curricula, instruction in: (1) mathematics through pre-calculus; (2) laboratory science; (3) foreign language; (4) composition; and (5) literature. However, it is not expected that all project participants will receive instruction in all the areas listed. Therefore, report only on the academic instruction the Upward Bound participant received directly from the project during the reporting period. Students who received instruction in a subject area during both the summer and academic year should be counted in both fields as appropriate. If an individual did not receive instruction in the topic area during the reporting period, use “0” for “not enrolled.” Please note that, for the sake of brevity, the report form allows projects to report only on instruction offered in certain subject areas (chiefly those cited in the program’s regulations); information on instruction in other subjects (such as history) is not requested in this form.

### **Definitions applicable to these fields:**

Instruction/tutorials means a formal, structured method for transmitting facts, information, understanding of the concept, and skills to students. Instruction usually includes lesson plans and assignments designed to help students achieve learning objectives.

Reading means instruction, tutorials, or individualized assistance in improving a student’s phonetic ability and reading comprehension skills.

Computer Science means instruction, workshops, academic support, or tutoring to increase a participant’s knowledge and skills in using computer technology, including knowledge of the various computer languages, software applications, computer hardware, and World Wide Web applications.

Integrated Math and Science means learning in the context of real-world applications. It synthesizes practical application with theoretical knowledge to help students learn better

from hands-on, applications-oriented instruction. It emphasizes applications of theory, problem-solving, and critical thinking to provide students with the skills in literacy, numeracy, computing, scientific methodology, and technology that postsecondary institutions recognize as a necessary foundation for further study in most fields.

#### **Fields #64–68                      High School and Postsecondary Credits**

Although not a requirement of an Upward Bound project, many Upward Bound participants receive high school and/or college credit for participation in the Upward Bound program and/or the summer bridge component offered by many Upward Bound projects. These fields provide projects the opportunity to report on the high school and postsecondary credits earned by Upward Bound participants. If any or all of these fields do not apply, please use “9s” as specified for “not applicable.”

If a student earns high school credits as a result of participating in Upward Bound, please report those credits in field #64 using Carnegie units only. The National Center for Education Statistics defines a Carnegie unit as “a standard measurement used for secondary education that represents the completion of a course that meets one period per day for one school year.” Exclusive use of Carnegie units will ensure that data reported to TRIO on high school credit will be comparable among all Upward Bound projects. Grantees should convert any other credit system to Carnegie units. Use decimal points for half-year credit (i.e., 00.5).

An Upward Bound project may provide a summer bridge component to those Upward Bound participants who have graduated from secondary school and intend to enroll in an institution of higher education during the following fall term. A summer bridge component provides participants with services and activities, including college courses that aid in the transition from secondary education to postsecondary education. (34 CFR 645.12(a)(2))

#### **Fields #69–90                      Other Services**

Complete these fields only for those project participants who received services from the Upward Bound project during the reporting period. **Leave these fields blank for prior-year participants.**

These fields are designed to obtain a profile of the number of participants who have received the various services authorized under the program. Projects are not expected to provide all the services listed; neither are project participants expected to participate in all the allowable activities. Thus, report only on those services and activities the Upward Bound participant received during the reporting period. If the project did not offer the service, choose “9.” If the project offered the service but the student did not participate in it, select “0.”

Use the following definitions in completing these fields:



Tutoring means individual or small group informal academic assistance provided by professional staff or students who are either part-time paid, volunteer, or internship-for-credit students.

Supplemental instruction means organized tutoring sessions for specific courses that are tied directly to the instruction in those courses.

College entrance exam preparation means workshops, tutoring, or individualized assistance specifically designed to help students meet scoring requirements on national or state standardized tests given to students for admission into a postsecondary educational institution.

Personal counseling means crisis intervention and assistance with personal problems and decisions.

Academic advising means assisting students in making educational plans, selecting appropriate courses, developing career plans, meeting academic requirements, and planning for graduation and further education.

Peer counseling/mentoring means a variety of personal or academic support services provided by other high school or college students designed to help project participants adjust.

Professional mentoring means professionals, other than project staff, working with project students to expose them to career and other opportunities available to them.

Study skills means workshops, tutoring, or individualized assistance specifically designed to help students develop the skills necessary to succeed in academic programs.

Cultural activities means any project-sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.

Career awareness means project-sponsored activities, such as field trips, special lectures, workshops to increase students' knowledge of the various career opportunities available to them.

Campus visitations means project-sponsored trips to postsecondary institutions to acquaint students with institutions that the project participants may wish to attend.

Assistance with college admissions means workshops or individualized assistance to help participants complete college entrance applications.

Financial aid assistance means workshops or individualized assistance to help participants complete various financial aid applications, including scholarship

applications, Department of Education federal student financial aid applications, and state applications for financial aid.

Family activities means events, workshops, and meetings that parents and other family members attend, including program orientation meetings, year-end award/recognition ceremonies, and activities designed to provide families with information on postsecondary educational opportunities and financial aid available.

Community service refers to a student's participation, facilitated by the Upward Bound project, in an activity or activities designed to serve a community. Under this definition, community service need not be explicitly integrated into the student's academic work in Upward Bound or at his or her school.

Target school advocacy means project staff intervening with target school officials on behalf of a participant (e.g., individual meetings, academic advising, participating in parent- teacher conferences) to assist students in their academic efforts.

Work-study positions (as the term is used in the Higher Education Act of 1965, as amended in 1998, Section 402C(b)(10)) means internships and/or employment provided or arranged for by the project for the purpose of exposing participants to careers requiring a postsecondary degree. Upward Bound students participating in one of these work-study positions may be paid a stipend of \$300 per month during June, July, and August. Include in this field only those work-study positions for which the Upward Bound participant received a stipend from the project.

Employment means jobs of at least 10 hours per week arranged either by the project or by the Upward Bound participant that are separate from the Upward Bound program. In contrast to the "work-study" positions, these jobs are primarily to allow participants to earn some income while participating in the program.

## **Fields #87–90                      Upward Bound Math and Science Programs**

Only Upward Bound Math-Science projects need complete these fields.

### **Field #87                      Recruitment of UBMS Participant**

This field is included to gain information on the participant's involvement with other TRIO programs.

Use the following definitions to complete fields # 88–90.

Activities with professional mathematicians and scientists means intensive workshops, symposiums, tutorials, instruction, and experimental activities conducted by professional mathematicians and scientists for the purpose of encouraging students to enroll in math and science programs in postsecondary education

Activities with math and science majors means tutorials, supplemental instruction, experimental activities, and mentoring from college students majoring in math and science.

Research activities means experimental activities in math and science to study and/or apply the different types of disciplines to increase a student's understanding of how scientific research is conducted and/or mathematical concepts are applied.

## **Fields #91–99                      Postsecondary Information**

For these fields, please note that the Department wants to know about students' postsecondary status (both for recent high school graduates and prior participants) at the first opportunity. If you gather data about a student's postsecondary status after the end of the reporting period, but before the due date for the report, please do include those data in your report. (Note: In addition, for projects with a reporting period of June 1 through May 31, please report on summer bridge participants' postsecondary status at the first opportunity, i.e., in the fall after summer bridge, even though the summer bridge students will be included in the next year's data file as "continuing participants" [field #19]. For example, for a project with a reporting period of June 1, 2004 to May 31, 2005, the grantee should report data on the postsecondary status of summer 2004 bridge participants in fall 2004, even though the grantee will include the bridge students as continuing participants in the data file for 2004–05.)

In the past, grantees were asked to leave most postsecondary fields blank for participants who had not completed high school. *This instruction has changed.* In fields #91–99, please now enter "8" or a series of "8s" as specified for participants who have not yet completed high school. Enter "9" or a series of "9s" for high school graduates who were not enrolled in a program of postsecondary education during the reporting period.

## **Fields #93–94                      School Code for Postsecondary Institutions**

Provide the Title IV School Code/OPE ID Number (Office of Postsecondary Education Institutional Number) for the postsecondary institution the Upward Bound participant first attended (field # 93) and for the institution the participant was enrolled in at the end of the reporting period (field # 94). This is a six-digit number that is required on all federal financial aid documents. Information regarding this number is included in Title IV School Code Directory and can be accessed on the World Wide Web:

<http://www.ed.gov/offices/OSFAP/Students/apply/search.html>.

Since the Department does not request school names, these codes are particularly important, as they are the means by which TRIO is able to identify the institutions that UB students attend. As years of data accumulate, it is all the more critical that the Department be able to identify the postsecondary institutions that UB students attend.

**Field #95****Student Financial Aid Awarded for Postsecondary Attendance**

Report on the types of financial aid awarded (or to be awarded) current-year participants who have enrolled or will enroll in a program of postsecondary education for the next academic term. You need only to report this information for the student's first enrollment in a program of postsecondary education. This information for this field may be obtained from the student's financial aid report or may be self-reported.

**Fields #96–99****Postsecondary Status, Grade Level, Standing, and Degree or Certificate Completed**

For current year and prior-year participants whose postsecondary education status is known, provide information on the student's postsecondary enrollment status over the course of the reporting period, the student's college grade level at the beginning of academic year 2004-05, the student's academic standing at the end of the reporting period, and, if applicable, the degree or certificate completed.

In determining the student's postsecondary grade level, use the criteria of the student's postsecondary institution regarding grade level classifications and academic standing. Most postsecondary institutions use credits earned and grade point average to determine the college grade level.

For field #97, if a student enrolled in the UB or UBMS summer bridge program and earned college credits from the program, choose option 2, "1<sup>st</sup> year, never attended," rather than option 3, "1<sup>st</sup> year, attended before."

For field #99, indicate the highest degree completed during the reporting period. Option 6, "Teaching Credential Program," refers to preservice programs requiring a fifth year of preparation beyond the usual four-year baccalaureate program.

**SECTION II - B: RECORD STRUCTURE FOR PARTICIPANT LIST**  
**(Veterans Upward Bound and Math-Science Projects)**  
**Instructions for Completing Section II – B**

Each grantee is required to submit **annually** detailed information on each student served by the project during the program year being reported as well as to provide updated information on prior-year participants.

Each participant record must conform to the specifications described in this section of the report form. Section II-B contains 65 data fields.

Fields #1–24 should be completed for all current and prior-year participants.

Fields #25–53 should be completed only for those project participants who received these services from the Veterans Upward Bound project during the current (2003-04) reporting period.

Fields #54–56 are to be completed only by Veterans Upward Bound Math-Science projects.

Fields #57–65 should be completed for all current and prior-year project participants.

**GENERAL INSTRUCTIONS FOR THE PARTICIPANT LIST**

**Which students should be included in the list:**

For the Veterans Upward Bound program, a ***current-year project participant*** is one who enrolled in and participated in the educational programs offered by the project during the project year being reported.

Item 4 of the general instructions discusses **important reporting requirements for prior-year participants**.

Be sure to include each participant—whether new, continuing, re-entry, or prior-year—only once in the file the project submits for the reporting period.

**Instructions for Completing the Date Fields (Fields #8, #13, #23, #24, #58):**

Please follow carefully the instructions provided in Section II-B. Review carefully the Valid Field Content column to ensure that the data submitted are in the correct format. It is extremely important that all date fields be 8 bytes and formatted as follows: 2 digits for month; 2 digits for day; two digits for century; and 2 digits for year. For example, a participant's birth date of January 1, 1982 would be formatted as follows: 01011982. Always use the zero before one-digit months and days.

Please make every effort to provide accurate dates. If you find it necessary to estimate a date, please do not enter “00s.” Rather, use 15 for the day and your best estimate for the month.

### **Indicating “Not Applicable” and “Unknown”:**

With the exception of fields #5–7 and #25–53, leaving a field blank is *not* an option. In general, the format uses “0” or a series of “0s” to allow a project to indicate “Unknown”; “9” or a series of “9s” indicates “Not Applicable.”

### **Veterans Called to Active Duty**

***Call to active duty during the reporting year:*** In field #17, please select the relevant code that applied to the student’s status before departure for active duty. For *current participants* in VUB called to active duty, complete fields about VUB participation as if the student were still engaged in the program. Fields #21 (“Reason for Leaving VUB Program”) and 22 (“Call to Active Duty Following Enrollment in VUB”) allow the project to indicate that the student has been called to duty; field #23 requests the date. For *students called to duty while enrolled in a program of postsecondary education*, fields #19, 63, and 64 allow projects to indicate that the student is on leave of absence (i.e., an interruption in studies formally approved by the postsecondary institution). In field #62, the project may choose between “Varied enrollment” and “On leave of absence...,” whichever better describes the student’s status. Field #22 allows the project to indicate that the student has been called to active duty, and field #23 notes the date.

Regarding field #21 (“Reason for Leaving VUB Program”), please note that, if a participant chooses to return to the military (i.e., he or she is not called up), the correct option would not be 07, but some other option (most likely 02 or 10).

***Reporting in years subsequent to the year of call-up:*** If the participant is still on active duty, select “prior participant” in field #17.

***Following end of active duty status,*** an additional field, #24, requests the date of re-entry.

### **Supplemental Definitions and Instructions**

#### **Field #2                      Batch Year**

Use the four-digit year provided on the form. This number will change with each year’s submission. The Batch Year designates the fiscal year funding for the project period reported. TRIO grants are forward-funded. Therefore, as an example, fiscal year 2003 funds would be used to support project activities in the 2003–04 program year. Thus, the data file for Batch Year 2003 would include information on project participants served or tracked during program year 2003–04.

#### **Field #4                      Social Security Number (SSN)**

SSNs are very important as they allow the Department to match participant lists with the federal financial aid files for purposes of tracking participant outcomes. If a project does not know the SSN for a student, please enter “0s” rather than enter other forms of identification numbers.

#### **Fields #5 and 6              Student’s Last and First Names**

Note that a larger number of bytes may now be used in the fields for names.

#### **Field #10                      Race/Ethnicity**

The race/ethnicity categories used in this section are consistent with the Department of Education’s policy on the collection of racial and ethnic information. These categories are defined as follows: **American Indian or Alaska Native** - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition. **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands. **Black or African American** - A person having origins in any of the black racial groups of Africa. **Hispanic or Latino** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. **White** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii or other Pacific islands such as Samoa and Guam. For those participants of a multi-racial background, include them in C7 for **more than one race reported**.

#### **Field #11                      Eligibility**

The statute and regulations governing the Upward Bound program require that an individual, at the time of initial selection for the project, must be a “low-income individual” or a “potential first-generation college student” (definitions are provided below.) Two-thirds of project participants each year must be both low-income and potential first-generation college students; the remaining one-third can be either low-income or potential first-generation college student.

Low-income individual means an individual whose family’s taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Potential first-generation college student means (1) an individual neither of whose natural or adoptive parents received a baccalaureate degree; or (2) an individual

who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or (3) an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent.

**Field #17                      Participant Status**

Please see definitions on the form. Note that, for a **Veterans Upward Bound Math-Science Center**, a participant should be considered **new** if the reporting year is the first year in which the student has participated in the Veterans Upward Bound Math-Science project, even if he or she had previously participated in another TRIO project. Note also that, if a VUB participant completed the program, and then returned to take it again, that student should be counted as a *re-entry participant*.

**Field #18                      Length of Program Participation**

Please select the range of months that best reflects the length of time the individual participated in the project. For continuing and re-entry participants, provide a total number of months the individual participated in the project on a cumulative basis. If you assume or know that the student will continue to participate in the following reporting period, select option 6 (“Still participating at end of reporting period”).

**Field #19                      Educational Status (at the end of the reporting period)**

Choose option 10, “On leave of absence after enrollment in a program of postsecondary education,” only for leaves of absence or other interruptions in studies formally approved by the postsecondary institution; such leave might be approved, for example, if a student is called to active duty.

**Fields #25–31              Academic instruction fields**

Complete these fields only for those project participants who received services from the Veterans Upward Bound project during the reporting period. **Leave these fields blank for prior-year participants.**

Please note that these fields are designed to obtain a profile of the number of participants who have received formal instruction in subject areas authorized or permissible under the program. In accordance with the authorizing statute and section 645.11 of the program regulations, all Upward Bound projects that have received funding for at least two years must include, as part of their core curricula, instruction in: (1) mathematics through pre-calculus; (2) laboratory science; (3) foreign language; (4) composition; and (5) literature. However, it is not expected that all project participants will receive instruction in all the areas listed. Therefore, report only on the academic instruction the Veterans Upward Bound participant received directly from the project during the reporting period.



Definitions applicable to these fields:

Instruction means a formal, structured method for transmitting facts, information, understanding of the concept, and skills to students. Instruction usually includes lesson plans and assignments designed to help students achieve learning objectives.

Reading means instruction, tutorials, or individualized assistance in improving a student's phonetic ability and reading comprehension skills.

Computer Science means instruction, workshops, academic support, or tutoring to increase a participant's knowledge and skills in using computer technology, including knowledge of the various computer languages, software applications, computer hardware, and World Wide Web applications.

#### **Fields #32–44            Other Services**

Complete these fields only for those project participants who received services from the Veterans Upward Bound project during the reporting period. **Leave these fields blank for prior-year participants.**

These fields are designed to obtain a profile of the number of participants who have received the various services authorized under the program. Projects are not expected to provide all the services listed; neither are project participants expected to participate in all the allowable activities. If the project participant received one of the listed services, use a "1" for yes; otherwise, use a "2" for no.

Use the following definitions in completing these fields:

College survival/study skills means workshops, tutoring, or individualized assistance specifically designed to help students develop the skills necessary to succeed in academic programs.

Tutoring means individual or small group informal academic assistance provided by professional staff or students who are either part-time paid, volunteer, or internship-for-credit students.

GED/high school equivalency assistance means workshops, individualized assistance, or tutoring needed to obtain the knowledge and skills necessary to pass the high school equivalency exam.

Personal counseling means crisis intervention and assistance with personal problems and decisions.

Academic advising means assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for further education.

Career awareness means project-sponsored activities, such as field trips, special lectures, and workshops to increase students' knowledge of the various career opportunities available.

Financial aid/VA benefits means workshops or individualized assistance to help participants complete various financial aid applications, including veterans' military benefits, scholarship applications, U.S. Department of Education federal student financial aid applications, and state applications for financial aid

Cultural activities means any project-sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.

Campus visitations means project-sponsored trips to postsecondary institutions for the purpose of acquainting students with institutions that the project participants may wish to attend.

College admissions assistance means workshops or individualized assistance to help participants complete college entrance applications or other documents for the college admissions process.

College entrance exams preparation means workshops, tutoring, or individualized assistance specifically designed to help students meet scoring requirements on national or state standardized tests given to students for admission into a postsecondary educational institution.

Information workshops include a variety of short workshops or seminars (usually a half day or less) on topics that may range from stress management and test-taking to drug and alcohol abuse.

#### **Fields #44–53            Referrals**

Complete these fields only for those project participants who were served during the reporting period. **Leave these fields blank for prior-year participants.**

The referrals listed are some of the formal and informal network of social service programs and community organizations that are available to assist veterans. If the project referred a project participant to one the listed services, use a "1" for yes; otherwise, use a "2" for no.

#### **Fields #54–56            Veterans Upward Bound Math-Science Programs**

If the project completing this report is not an Upward Bound Math-Science project, leave this section blank.

Use the following definitions to complete fields #54–56.

Activities with professional mathematicians and scientists means intensive workshops, symposiums, tutorials, instruction, and experimental activities conducted by professional mathematicians and scientists for the purpose of encouraging students to enroll in math and science programs in postsecondary education

Activities with math and science majors means tutorials, supplemental instruction, experimental activities, and mentoring from college students majoring in math and science.

Research activities means experimental activities in math and science to study and/or apply the different types of disciplines to increase a student's understanding of how scientific research is conducted and/or mathematical concepts are applied.

### **Fields #57–65            Postsecondary Information**

For these fields, please note that the Department wants to know about students' postsecondary status (both for participants who have recently completed the program and for prior participants) at the first opportunity. If you gather data about a student's postsecondary status after the end of the reporting period, but before the due date for the report, please include those data in your report.

In the past, grantees were asked to leave most postsecondary fields blank for participants who had not completed the educational program offered by the project. *This instruction has changed.* In fields #57-65, please now enter "8" or a series of "8s" as specified for participants who have not yet completed the educational program offered by the project. Enter "9s" or a series of "9s" for those participants who have completed the educational requirements to be eligible for a program of postsecondary education, but who were not enrolled in such a program during the reporting period.

### **Fields #59–60            School Code for Postsecondary Institutions**

Provide the Title IV School Code/OPE ID Number (Office of Postsecondary Education Institutional Number) for the postsecondary institution the Upward Bound participant first attended (field #59) and for the institution the participant was enrolled in at the end of the reporting period (field #60). This is a six-digit number that is required on all federal financial aid documents. Information regarding this number is included in Title IV School Code Directory and can be accessed on the World Wide Web:

<http://www.ed.gov/offices/OSFAP/Students/apply/search.html>.

Since the Department does not request school names, these codes are particularly important, as they are the means by which TRIO is able to identify the institutions that UB students attend. As years of data accumulate, it is all the more critical that the Department be able to identify the postsecondary institutions that UB students attend.

**Field #61****Student Financial Aid Awarded for Postsecondary Attendance**

Report on the types of financial aid awarded (or to be awarded) current-year participants who have enrolled or will enroll in a program of postsecondary education for the next academic term. You need only to report this information for the student's first enrollment in a program of postsecondary education. This information for this field may be obtained from the student's financial aid report or may be self-reported.

**Fields #62–65****Postsecondary Enrollment Status, Grade Level, Standing, and Degree or Certificate Completed**

In these fields, use the option for leave of absence only for interruptions in studies formally approved by the postsecondary institution; such leave might be approved, for example, if a student is called to active duty.

For all current-year and prior-year participants whose postsecondary education status is known, provide information on the student's postsecondary enrollment status over the course of the reporting period, the student's college grade level as of the beginning of academic year 2004-05, the student's academic standing at the end of the reporting period, and, if applicable, the degree or certificate completed.

In determining the student's postsecondary grade level, use the criteria of the student's postsecondary institution regarding grade level classifications and academic standing. Most postsecondary institutions use credits earned and grade point average to determine the college grade level.

For field #65, indicate the highest degree completed during the reporting period. Option 6, "Teaching Credential Program," refers to preservice programs requiring a fifth year of preparation beyond the usual four-year baccalaureate program.